

Knowledge and Understandings	Specific Learner Outcomes	
	Oral Communication	Visual Communication
Overall level of expectation	<p>Students will be able to</p> <ul style="list-style-type: none"> • Communicate needs, feelings and • Ideas • Listen and Speak (respond) in various authentic contexts 	<p>Students will be able to</p> <ul style="list-style-type: none"> • N/A
	<ul style="list-style-type: none"> • Begin to listen in small or large groups for increasing periods of times • Appreciate and relate to different voice tones • Speak clearly in order to be understood • Realize the power language has to fulfill their needs, gain information, express feelings, etc • Listen and respond to stories, poems, rhymes, songs and instructions. • Listen effectively in order to follow a simple instructions • Show an awareness of rhythm and rhyme 	<ul style="list-style-type: none"> • Use verbal and non-verbal responses to a variety of media • Use appropriate computer icons to activate computer programs • Demonstrate basic computer skills (eg turn computer on and off, log on, handle the mouse)

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	Oral Communication	Visual Communication
Overall level of expectation	<p>Students will be able to</p> <ul style="list-style-type: none"> • Talk about their own stories, writing, pictures and models • Anticipate and respond to stories, poems, rhymes, songs, instructions, questions and explanations • Begin to distinguish initial sounds • Listen for increasing periods of time stories etc 	<p>Students will be able to</p> <ul style="list-style-type: none"> • N/A
	<ul style="list-style-type: none"> • Begin to listen in small or large groups for increasing periods of time • Appreciate and relate to different voice tones • Use language in imaginative and dramatic play, discussions and conversations • Begin to ask questions and give appropriate answers • Anticipate and predict when listening to texts read aloud. • Listen and respond to questions and explanations • Listen effectively in order to retell, sequence and describe past events • Use language to connect new experiences to what they already know • Use appropriate word order in simple sentences • Use grammatical rules in speech even though they may over generalize. • Distinguish between sounds they hear in their immediate environment • Begin to identify differences in letter sounds • Begin to distinguish the beginning and ending sounds of words 	<ul style="list-style-type: none"> • Tell the difference between real and animated objects or images • Apply skills to search for, record and present information from a variety of media and texts • Use appropriate computer icons to activate computer programs • Demonstrate basic computer skills (eg turn computer on and off, log on, handle the mouse) • Use critical and analytical skills to respond to familiar media • Compare media representations to real and/or story versions by drawing on personal experience or knowledge

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	Oral Communication	Visual Communication
Overall level of expectation	<p>Students will be able to</p> <ul style="list-style-type: none"> • Share person/real like experiences, • Participate in reading of familiar books and poems. • Rhyme and plays with words • Participate in imaginative • Play, storytelling, role • Play or dramatization of stories 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand that communication involves visual as well as verbal fractures • Understand that signs, symbols and icons carry meaning • Use age-appropriate technology, to communicate (digital camera, computer, drama, video) to locate, present and record information • Use visual clues to interpret meaning in text/real life
	<ul style="list-style-type: none"> • Listen attentively and considerately and respond in small- and large-group situations • Appreciate and relate to different voice tones, and use tone, volume and intonation to enhance meaning • Use talk to establish relationships with others and for a variety of personal purposes • Hear and accept differences between languages • Be able to anticipate and predict when listening to texts read aloud • Listen to and talk about stories, poems, rhymes, questions with increasing confidence and detail • Pick out main events • Begin to express thoughts, feelings, ideas and opinions and be able to discuss them, respecting contributions from others. • Retell, relate and sequence events and stories with increasing detail • Give instructions and messages and respond to the instructions of others • Ask questions and give appropriate answers • Hear the beginning, middle and end of words, including blends and digraphs • Use simple and compound sentences, with appropriate word order 	<ul style="list-style-type: none"> • Begin to understand the role of familiar media in their own and their family's daily life

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	Oral Communication	Visual Communication
Overall level of expectation	<p>Students will be able to</p> <ul style="list-style-type: none"> • Listen and respond in small and large group situations • Listen to and talk about stories, poems, rhymes, questions, explanations and instructions with increasing confidence and detail • Express thoughts, feelings, ideas and opinions and be able to discuss them, expecting contributions from others 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Use a range of communications media • Begin to interpret visual cues in order to analyze and make inferences
	<ul style="list-style-type: none"> • Listen attentively and considerately and respond in small- and large-group situations • Appreciate and relate to different voice tones, and use tone, volume and intonation to enhance meaning • Use talk to establish relationships with others and for a variety of personal purposes • Hear and accept differences between languages • Participate in imaginative play, storytelling, role play and dramatization of stories and poems • Begin to understand that language is influenced by purpose and audience • Be able to anticipate and predict when listening to texts read aloud. • Pick out main events and relevant points from orally presented language • Retell, relate and sequence events and stories with increasing detail • Give instructions, directions and messages and respond to the instructions of others • Ask questions and give appropriate answers • Begin to develop specific vocabulary to suit different purposes, e.g. descriptive, comparative or persuasive vocabulary • Appreciate that a word can have various meanings (e.g. light) • Hear the beginning, middle and end of words, including blends and digraphs • Hear and use rhyming words • Use simple and compound sentences, with appropriate word order. 	<ul style="list-style-type: none"> • Understand that not everything they see is useful or relevant and know how to make discerning choices • Make inferences about what a character could be like by observing body language, facial expressions, gestures, clothing, and the way other characters respond to them • Begin to interpret information provided in advertisements (catalogues, magazines, billboards and on television) • Begin to use appropriate technology such as a computer, printer, CD Rom, digital camera. ISW and ES/PS • Begin to understand the role of familiar media in their own and their family's daily life.

Knowledge and Understandings	Specific Learner Outcomes	
	Oral Communication: Listening & Speaking	Visual Communication: Viewing & Presenting
Overall level of expectation	<p>Students will be able to</p> <ul style="list-style-type: none"> • Listen to and respond appropriately to others in small and large group discussions • Listen and talk about literature, explanations and instructions, with understanding • Express himself / herself with fluency, accuracy and confidence using appropriate vocabulary 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the basic elements of a poster • Use a range of technologies to create media works of many types • Use visual communication in order to express his / her own ideas and interpret the ideas of others • Write legibly using correct case, spacing and formation
	<ul style="list-style-type: none"> • Begin to respect the power of language and its effect on others, showing sensitivity • Begin to listen appreciatively and responsively • Begin to listen for a specific purpose in a variety of situations (e.g. stories, poetry, drama, instructions, discussions, conversations) • Begin to understand that ideas and opinions can be generated, developed and presented through talk and work in pairs and groups • Begin to listen responsively to stories read aloud in order to identify story structures and ideas • Explain and discuss their own stories and writing with peers and adults. • Begin to use more sophisticated storytelling skills showing an increasing awareness of structure and expression • Begin to language confidently, appropriately and with increasing accuracy • Begin to organize thoughts and feelings before speaking • Begin to use register, tone and voice level appropriately and purposefully • Begin to use a range of specific vocabulary to suit different purposes • Begin to argue persuasively and defend a point of view • Begin to paraphrase and summarize 	<ul style="list-style-type: none"> • Demonstrate an understanding of the basic elements of a poster • Use a range of technologies to create media works of many types (e.g. cartoons, designs, film animation, web pages, diagrams) • Use strategies to identify appropriate resources and find information in visual media • Search for, record and present information from a variety of media and texts • Study and interpret a still interpretation of a landscape, identify what is seen, describe the elements shown in the picture and analyze the picture • Use critical and analytical skills to respond to communications media • Explore and use visual communication in order to express their own ideas and interpret the ideas of others • Select appropriate presentation formats for format • Appreciate form and quality of presentation • Categorize visual documents

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		Oral Communication: Listening & Speaking	Visual Communication: Viewing & Presenting	
Overall level of expectation		<p>Students will be able to</p> <ul style="list-style-type: none"> • Listen to and interact in discussions • Use language effectively to articulate and organize questions and reflect on learning • Speak clearly to a group about experiences, events and ideas 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand visual features to gain information and ideas • Start using technology for presentation • Use visual features to communicate information stories and ideas in a neat and tidy way • Write legibly using a cursive style 	
		<ul style="list-style-type: none"> • Respect the power of language and its effect on others, showing sensitivity • Listen appreciatively and responsively • Listen for a specific purpose in a variety of situations (e.g. stories, poetry, drama, instructions, discussions, conversations) • Understand that ideas and opinions can be generated, developed and presented through talk and work in pairs and groups • Listen responsively to stories read aloud in order to identify story structures and ideas • Explain and discuss their own stories and writing with peers and adults. • Use more sophisticated storytelling skills showing an increasing awareness of structure and expression • Use language confidently, appropriately and with increasing accuracy • Organize thoughts and feelings before speaking • Use register, tone and voice level appropriately and purposefully • Begin to argue persuasively and defend a point of view • Use a range of specific vocabulary to suit different purposes • Begin to paraphrase and summarize 	<ul style="list-style-type: none"> • Demonstrate an understanding of the basic elements of a poster (Natural Resources) • Search for, record and present information from a variety of media and texts • Begin to select the appropriate presentation format for their work • Appreciate form and quality of presentation. • Study and interpret a still interpretation of a landscape, identify what is seen, describe the elements shown in the picture and analyze the picture • Use strategies to identify appropriate resources and find information in visual media • Use critical and analytical skills to respond to communications media • Explore and use visual communication in order to express their own ideas and interpret the ideas of others • View, analyze and discuss a wide variety of media works and relate them to their own experiences • Categorize visual documents 	

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	Oral Communication: Listening & Speaking	Visual Communication: Viewing & Presenting
Overall level of expectation	<p>Students will be able to</p> <ul style="list-style-type: none"> • Listen to and interact with others to clarify understanding • Organize thoughts and material effectively and attend to the responses of the listener • Talk effectively about projects, experiences, events and ideas 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify and analyze the structures and features of different visuals • Use appropriate technology for effective presentation and representation • Use visual structure and features to present information in a neat and tidy way • Write legibly using a cursive style
	<ul style="list-style-type: none"> • Listen appropriately for a variety of purposes (eg to seek information, to gain knowledge, for instructions or for entertainment) • Understand and use a variety to literary devices such as metaphor and simile • Use discussion to generate, develop modify and present ideas • Participate appropriately in discussions, conversations, class and group meetings, debates and group presentations • Understand how language can influence points of view and the responses of others • Infer meanings, draw conclusions and make judgments • Students will give instructions, directions and messages and respond appropriately to those of others • Prepare and deliver an individual presentation for a specific purpose • Argue persuasively, and practice debating skills • Use a wide vocabulary and a range of sentence structures with a high level of accuracy • Identify and appreciate differences and similarities between language 	<ul style="list-style-type: none"> • Define the role of advertising as part of media presentation • Interpret and analyze the purpose and point of view of a visual presentation (tv program, advertisement, video) • Recognize that our interpretations of visual presentation are influenced by our backgrounds and experience • Analyze the different meanings that can be conveyed in different versions of the same story (film/film, film/book, comic strip) • Recognize that visuals are constructed for particular reasons • Develop and awareness of how characters in film are constructed • Identify and analyze the structures and features of a range of visuals • Understand that the form and quality of the presentation of their work reflects their thinking and attitudes

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	Oral Communication: Listening & Speaking	Visual Communication: Viewing & Presenting
Overall level of expectation	<p>Students will be able to</p> <ul style="list-style-type: none"> • Listen to and interact appropriately with others to clarify understanding • Organize thoughts and material effectively and attend to the responses of the listener • Talk effectively and confidently about projects, experiences, events and ideas 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify and analyze the structure, content and features of different visual presentations • Use appropriate tools for effective presentation and representation • Use visual structure and features to present information in a neat and effective way • Write legibly using a developing personal style
	<ul style="list-style-type: none"> • Listen appropriately for a sustained period and for a variety of purposes (e.g. to seek information, to gain knowledge, for instructions, for enjoyment). • Understand and use a variety of literary devices such as metaphor, simile, and personification. • Use discussion to generate, develop, modify and present ideas • Participate appropriately in complex discussions, conversations, class and group meetings, debates and group presentations. • Understand how language can influence points of view and the responses of others • Infer meanings, draw conclusions and make judgments • Students will give complex instructions, directions and messages and respond appropriately to those of others. • Prepare and deliver an individual presentation for a variety of purposes (to entertain, to inform, to persuade, to direct) • Argue persuasively and practice debating skills, presenting a point of view that is not necessarily their own • Use a wide vocabulary and complex sentence structures with a high level of accuracy • Identify and appreciate differences and similarities between language 	<ul style="list-style-type: none"> • Define the role of advertising as part of media presentation. • Interpret and analyze the purpose and point of view of a visual presentation (t.v. program, advertisement, video) • Recognize that our interpretations of visual presentation are influenced by our backgrounds and experience • Analyze the different meanings that can be conveyed in different versions of the same story (film/film, film/book, comic strip) • Identify and analyze the structures and features of a range of visuals • Develop and awareness of how characters in film are constructed. • Recognize that visuals are constructed for particular reasons • Understand that the form and quality of the presentation of their work reflects their thinking and attitudes • Recognize and name familiar visual texts and explain why they are not effective, for example, advertising, logos, labels, signs, and billboards. • Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved. • Prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications. • Discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, compositions.